Presented at the Children and Families Commission Meeting October 24, 2013



CARES Plus Participant Survey, FY 2012-13 Outline

- Program and Evaluation
- Participant Characteristics
- Program Participation
- Participant Satisfaction
- Summary of Findings



Program and Evaluation



CARES Plus Logic Model

Comprehensive Approaches to Raising Educational Standards (CARES) Plus

Promoting high quality interaction between teachers and children in pre-school*

PROGRAM FOCUS

CARES Plus addresses the need for access to high quality professional development of the Early Education workforce.

CARES Plus focuses on these *contributing factors*:

- Limited resources for optimal teacher effectiveness
- Limited resources for teacher training and educational attainment
- High teacher turnover

PROGRAM MODEL

A teacher support and evaluation system:

- Professional development plan (CORE)
- Research based training (Component A)
- o Higher education (Component B)
- Advising opportunities (Component C)
- MyTeachingPartner™
 coaching pilot (Component
 D)
- Classroom observation for selected participants
- Assessment of the quality of teacher/child interactions (emotional support, classroom organization, instructional support)
- Stipends for program completion

SHORT -TERM OBJECTIVES

- Increase teacher effectiveness by improving quality of interaction with children
- Help teachers to develop professionally:
- o Coursework in ECE
- Degree/permit attainment
- o Promotion
- Retain qualified teachers in the Early Childhood Education field

CONCEPTUAL FRAMEWORK LOGIC MODEL 2/7/2013

ULTIMATE GOALS

- Stable Early Childhood Education workforce
- Stable, caring, and interactive relationships between children and teachers
- Improved child outcomes

GUIDING PRINCIPLES

- 1. Interventions based on research and scientific theory (developmental psychology, neuropsychology).
- 2. Curriculum meeting standards of California Department of Education: California Infant/Toddler and Preschool Learning Foundations and California Preschool Curriculum Framework
- 3. First 5 Principles on Equity: Inclusive governance and participation, access to services, legislative and regulatory mandates, results-based accountability.
- 4. Cost-effective quality improvement of preschool learning environments.
- * Teacher effectiveness is one of the most important factors for quality of early learning programs. "The relationship a child has with a teacher or caregiver...is the central most critical component of child care quality" (US Department of Education).



CARES Plus Program

Requirements: CORE and One Component or More

CORE	 Introduction to the CLASSTM Looking at CLASSroomsTM CARES Plus Tobacco Training: Kids and Smoke Don't Mix Annual meeting with a CARES Plus Advisor, completion a Professional Growth Plan, approved component requirements (elective, identified below), and completion of an annual participant survey.
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Component A	 Minimum of 21 hours of CDE-approved professional growth training CLASS observation (if randomly selected)
Component B	 Minimum of six units of higher education towards a degree in ECE, CD or related field CLASS observation (if randomly selected)
Component C	Serve as CARES Plus Advisor
Component D	 My Teaching Partner (MTP^{TM)} one-on-one professional growth coaching Required to participate in CLASSTM observation



CARES Plus Program Evaluation: Three Views of the Program

- Lead Agency View: Quality Performance Report (QPR)
 - Purpose: Qualitative assessment of program successes and challenges from Lead Agency point of view
- Research-Based Assessment View: Observations with Classroom Assessment Scoring System (CLASS™)
 - Purpose: Structured observation to assess quality of teacher-child interaction (validated instrument)
- Participant View: Online Survey
 - Purpose: Quantitative and qualitative assessment of satisfaction, successes, and challenges of the program from participants' point of view



CARES Plus Participant Surveys:Three-Year Overview

Fiscal Year	2011-12	2012-13	2013-14 (Planned)
Number of Questions	7	24	24
Languages	English and Spanish	English and Spanish	English and Spanish
Required?	Voluntary	Voluntary	Required
Participants Contacted	3,775	5,950	5,000 +
Respondents	967	1,574	5,000 +
Response Rate	26%	26%	Near 100%



Participant Characteristics



CARES Plus Participant Survey, FY 2012-13 Participant Characteristics

Gender

• 98% Female

Setting Type

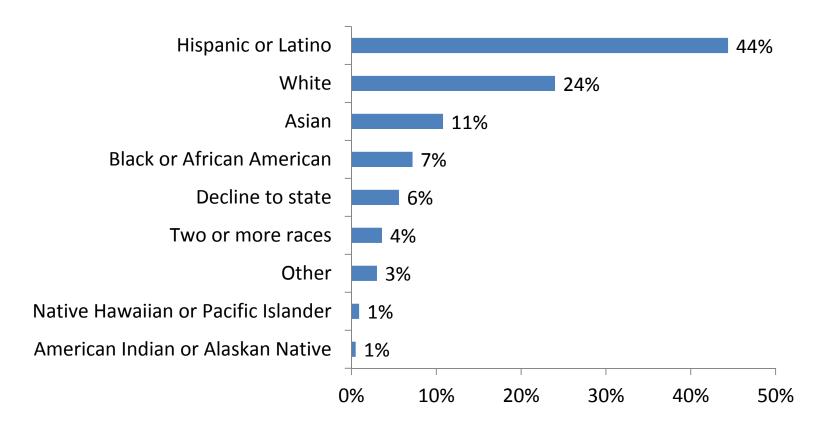
- 83% in center-based setting
- 17% in family child setting

Age of Children in Classroom

- 58% preschoolers
- 27% toddlers
- 15% infants



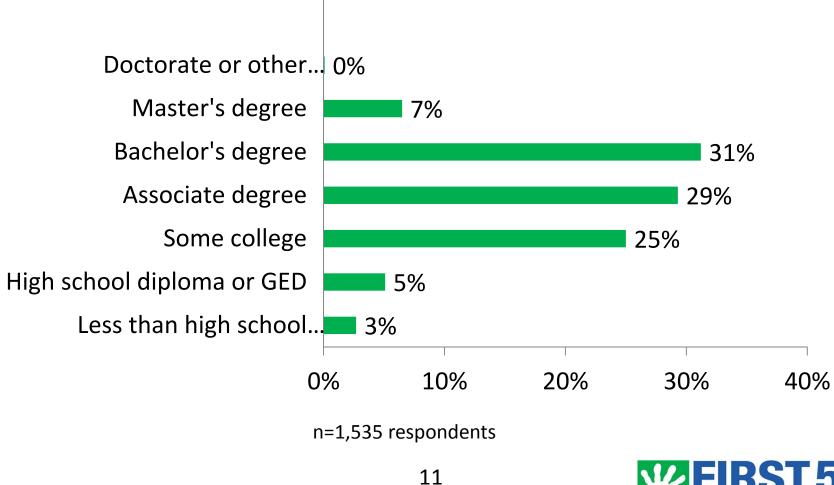
Which racial and/or ethnic category do you most identify with?



n=1,536 respondents 10

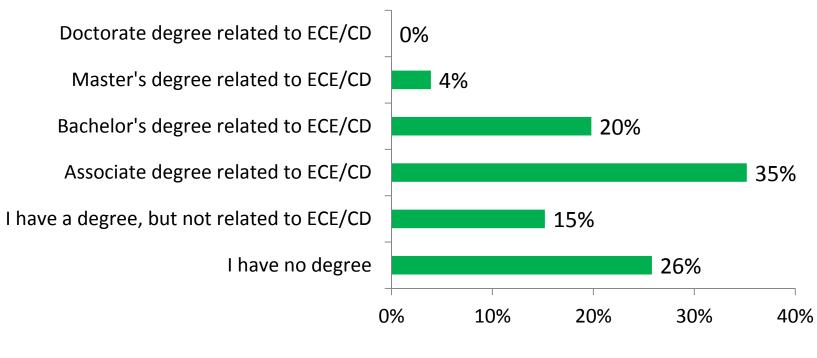


What is your highest level of education?





Which degrees have you obtained that are related to Early Childhood Education or Child Development? (Check all that apply)

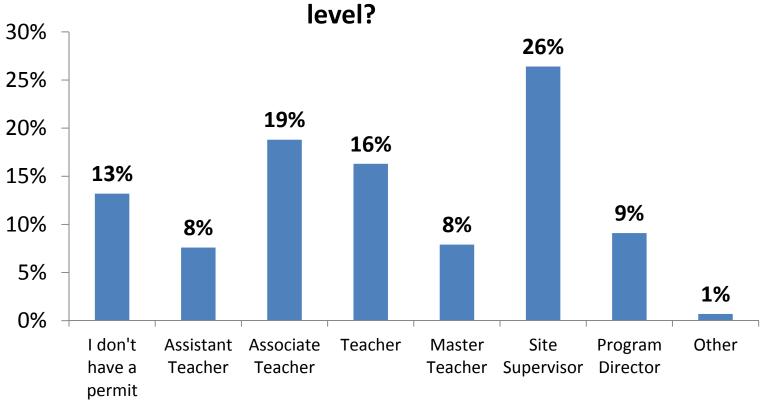


n=1,672 responses



Cares Plus Participant Survey, FY 2012-13

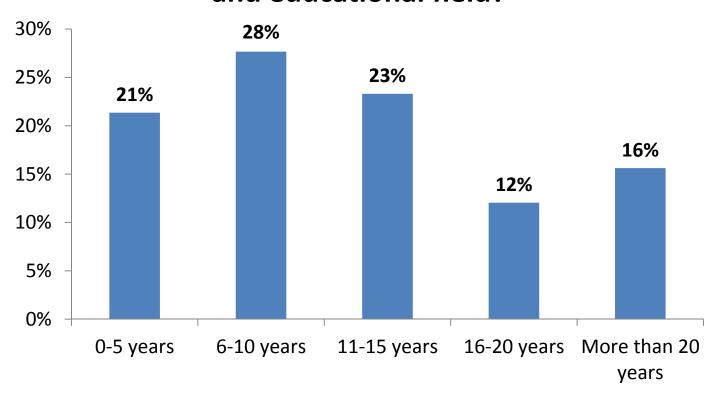
What is your current California Development Permit



n=1,525 respondents 13



How many years have you worked in the early care and educational field?



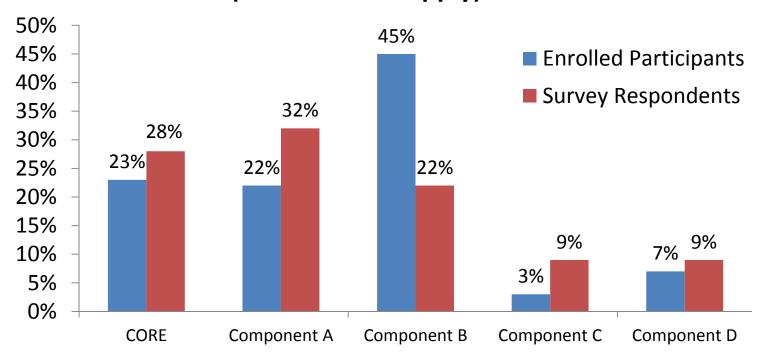
n=1,536 respondents 14



Program Participation



Which CARES Plus component(s) did you participate in this school year? (Check all that apply)

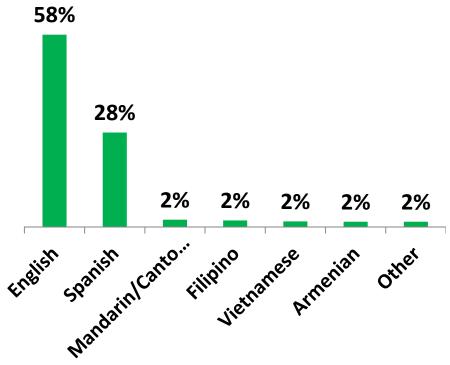


Enrolled participant responses n=4,931. Survey responses n=1,964.

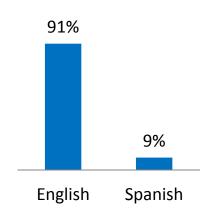


CARES Plus Participant Survey, FY 2012-13 Language





In which language did you receive most of your CARES Plus training during the past school year?*



^{*}Additional languages offered to participants for MTP™ coaching included: Farsi, Hebrew, Cantonese, Mandarin, and Filipino (Visaya). Both graphs, n=1,536 respondents.



Were Participants Able to Complete the Program?

- 95% of participant completed (or were scheduled to complete) all program requirements
- Reasons for non-completion include:
 - Schedule conflicts
 - Family conflicts
 - Access issues



Expectations for Future Work in Early Care and Education

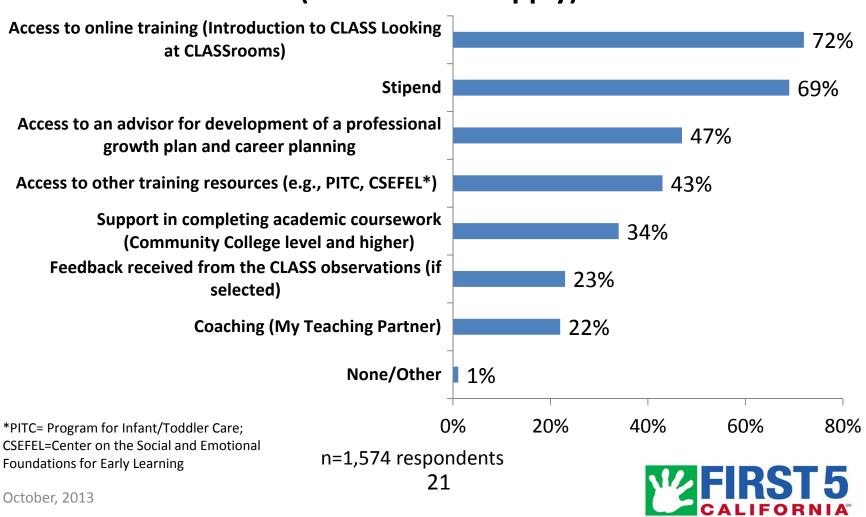
- 93% of participants expect to be working in ECE in the next 5 years
- 79% think the CARES Plus program has "very much" helped them continue working in this field (with another 18% saying program participation has helped them 'somewhat')



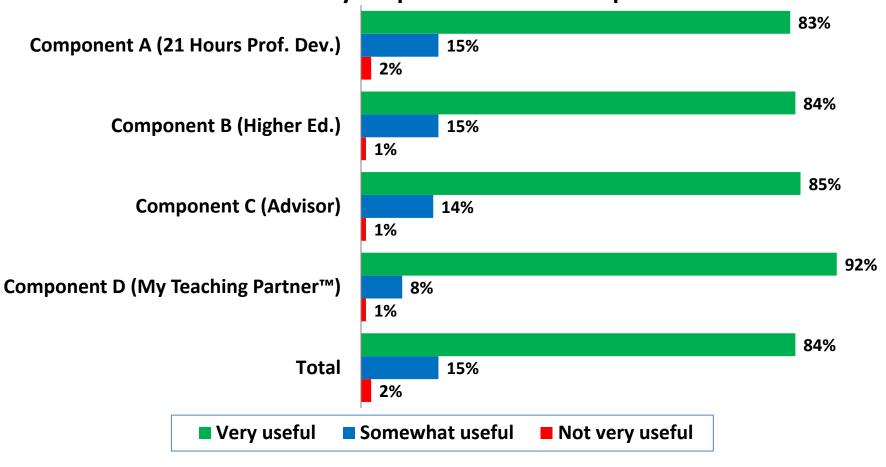
Participant Satisfaction



Which features of CARES Plus did you find beneficial? (Check all that apply)

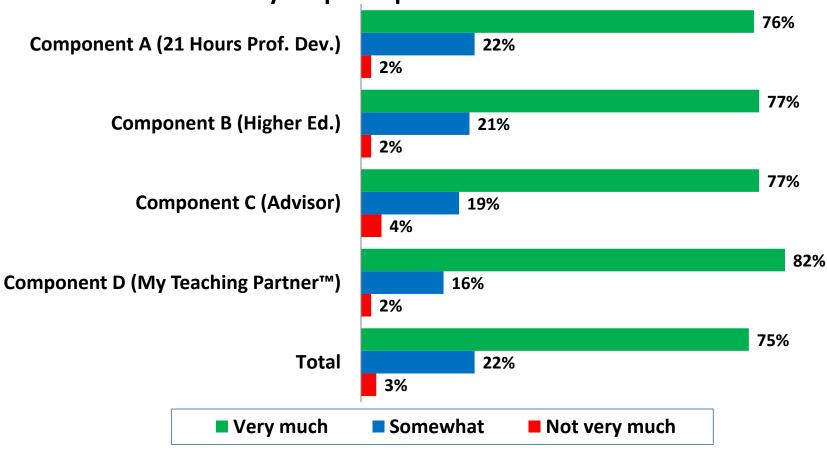


How useful was your CARES Plus learning experience in terms of your professional development?



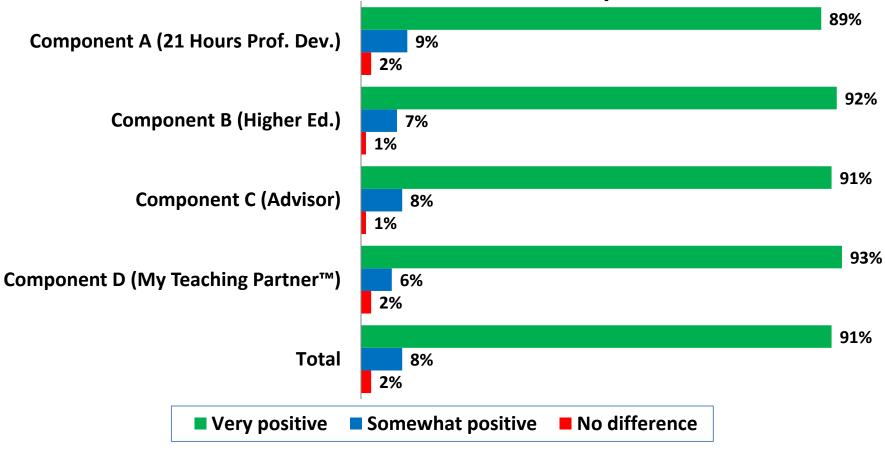
Respondents: A n=622, B n=425, C n=185, D n=179, Total n=1,574

Do you feel that you are a better teacher because of your participation in CARES Plus?



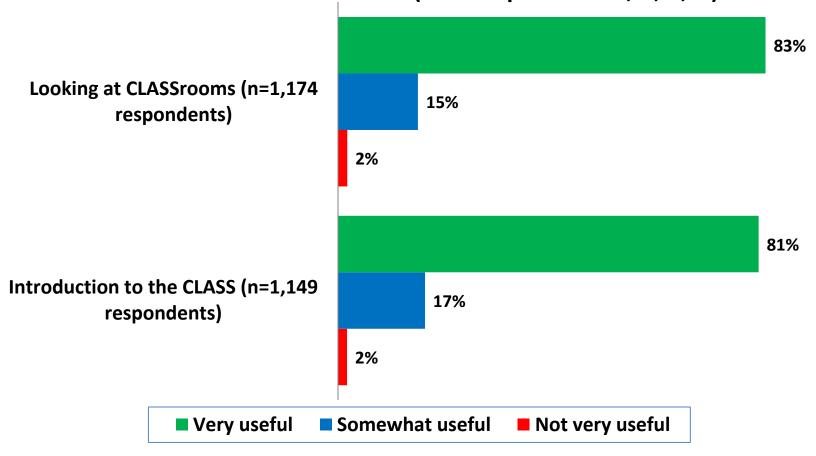
Respondents: A n=622, B n=425, C n=185, D n=179, Total n=1,574

What effect do you think your CARES Plus experience will have on the children in your care?



Respondents: A n=622, B n=425, C n=185, D n=179, Total n=1,536

If you participated in CORE this school year, how useful did you find these online courses? (All Components: A, B, C, D)



Respondents: LAC n=1,174, Intro to the CLASS n=1,149



Narrative Comments: Do you have additional comments or suggestions you would like to share about CARES Plus?

- 673 of the 1,574 respondents provided written comments that could be coded for tone and theme
- Tone:
 - 84% positive, 16% negative
- Themes for program improvement:
 - Advisors (participant access, limited training)
 - Online access
 - County communications with participants



CARES Plus Participant Survey, FY 2012-13Summary of Findings

The majority of participants across CORE and Components A through D:

- Completed requirements (>92%)
- Indicated a high level of program satisfaction (>84% very positive)
- Attributed likelihood of staying in ECE to CARES Plus
- Said they are a better teacher as a result of participating



Acknowledgments First 5 California Staff

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